

# 2018 Annual Report to The School Community



School Name: Mount View Primary School (4923)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 April 2019 at 09:17 AM by Glenn Butler  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 09:43 PM by David Lee (School  
Council President)

## About Our School

### School context

Mount View Primary School, established in 1965, is situated in the suburb of Glen Waverley. The end year 2018 enrolment is currently 1114 students. This figure includes 38 students enrolled in the school's Deaf Facility. The school is proud of the diverse cultural representation which reflects the characteristics of the local community. A school neighbourhood boundary was introduced in 2011, and the school population consists of students living locally. Students are grouped into forty-five single year level classes across the school. School facilities feature a diverse range of classroom arrangements, including two original Light Timber Construction blocks (1965), a Visual Arts complex (c1975), a full-size stadium (2003), a Performing Arts Centre (c2005), Senior Learning Centre (2012) and a range of contemporary portable classrooms. Outdoor facilities include two fully equipped playgrounds, a fully sheltered outdoor basketball court, a large synthetic sports field and a school owned, shared use, community oval.

The 2018 staffing profile consists of:

- A Principal
- 3 Assistant Principals
- 2 Leading Teachers
- 7 Learning Specialist teachers
- 49 Classroom teachers
- 11 Teachers of the Deaf
- 3 Teachers of English as an Additional Language
- 3 Mandarin teachers
- 2 English Literacy Support teachers
- 2 Performing Arts teachers
- 3 Physical Education teachers
- 2 Visual Arts teachers
- 14 Education Support staff
- A Social Worker
- 2 School Nurses
- 4 Office staff
- 2 Technical Support staff
- 2 Grounds & Facilities staff

The school's curriculum framework incorporated the eight learning areas aligned with the Victorian Curriculum. In addition, a range of extra curriculum and other opportunities was provided to students. These include learning programs in specialist learning experiences in Physical Education, Visual Arts, Performing Arts and Languages (Mandarin).

The school is accredited as an International Baccalaureate World School implementing the Primary Years Programme and continues to develop an international perspective in education.

### Framework for Improving Student Outcomes (FISO)

The Annual Implementation Plan 2018 identified the School Strategic Plan Goals:

- To improve the learning growth of every student in literacy, numeracy and science.
- To add depth to student learning and engagement so that students make connections within their community and beyond.
- To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.
- To enhance the human and physical resources in order to strengthen the school's teaching and learning culture.

The Framework for Improving Student Outcomes was referenced in order to highlight Improvement Priorities and Initiatives.

Priority: Excellence in teaching and learning:

- Building practice excellence
- Curriculum planning and assessment

Priority: Positive climate for learning:

- Empowering students and building school pride
- Setting expectations and promoting inclusion

The rationale for these priorities and initiatives was articulated and in the Annual Implementation Plan 2018 and formed the basis for the whole school focus on these priorities.

Excellence in teaching and learning

- Building practice excellence - with the implementation of the Victorian Curriculum it is critical that curriculum planning and assessment is a major focus for 2018.
- Curriculum planning and assessment
- \* Develop teacher capacity so that planned learning meets the need of every student (ILPs, differentiation & inclusive curriculum) and so that students have greater ownership & responsibility of the learning (learner voice, agency and action).
- \* Introduction and implementation of the Sensory Motor Program (SMP) – all Prep and Year 1 student, “at risk” Year 2 and PSD students, so that all students have developed the neural pathways & fine/gross motor skills essential to facilitate learning.

Positive climate for learning

- Empowering students and building school pride - implementation of a growth mindset across the school and developing teacher capacity with the focus on positive psychology theory and practice in order to support students’ resilience, optimism & well-being.
- Setting expectations and promoting inclusion.

## Achievement

To improve the learning growth of every student in literacy, numeracy and science.

- Build a guaranteed and consistent curriculum
- Build a whole school approach to the regular tracking, monitoring and assessment of learning and growth for every student.

Student achievement levels in English and Numeracy from Prep – Year 6, reported through teacher judgements, was high and similar to schools with generally similar School Family Occupation and Education indices. NAPLAN Year 3 results in both Reading and Numeracy were at expected levels compared to those of similar schools. The NAPLAN 4-Year trend data indicates that students at this school are achieving higher than students from similar schools. The Year 5 NAPLAN results for 2018 also demonstrated these current levels and this trend. The close correlation between teacher judgements and NAPLAN scores indicates that a differentiated approach to teaching and learning is in evidence across the school. The percentage of students who achieved high gain in NAPLAN from Year 3 to Year 5 ranged from 34% to 44%, well above state expected levels of 25%. These results indicate that students were provided with appropriate challenge in their learning and the majority of students have achieved learning growth at or above expected levels.

## Engagement

To add depth to student learning and engagement so that students make connections within their community and beyond.

- Build the understandings and instructional competence of every teacher.
- Enhance the whole school approach to teaching and learning through embedding the International Baccalaureate Primary Years Program

Student Engagement, as measured through the Student Absence Data, is very high in absolute terms. In 2018

the average number of absence days per child was lower than the school's 4-year average, indicating an increasingly positive trend. The school figure of 11.1 absence days per child compares to the rate for all schools across the state (15.1 days per child). These positive results are further emphasised through continuous improvement over the previous four year period and the results are higher than similar schools. This can be attributed to accurate data entry by administrative and teaching staff combined with strong community support for regular student attendance at school.

## Wellbeing

To build the social and emotional intelligence capabilities of every student in order to develop resilience and optimism.

- Build teacher capacity and confidence in the development and implementation of positive learning experiences for all students.
- Develop and enhance positive relationships within and beyond the school community.

Student Wellbeing is measured through the Attitudes to School Survey undertaken annually by students in Years 4, 5 and 6. In the two key variables: Sense of Connectedness and Management of Bullying, a high proportion of students indicated a positive response. The most recent data is in line with similar schools and more positive than the state median.

## Financial performance and position

A net operating deficit of \$323,249 for the whole school year was attributed to the provision of extensive classroom based resources to support learning growth in Information and Communications Technologies as well as significant facilities improvements including a performance stage and additional playground equipment and spaces. Funds were also targeted towards the implementation of a middle leadership development program to build teacher and leadership capacity. Equity funding totalling \$16,434 has been allocated towards building staff capacity around phonics and meaning in literacy. All locally raised funds have been allocated to student based programs and activities as well as the allocation to priority initiatives identified by School Council and the Parents Association.




**For more detailed information regarding our school please visit our website at**  
[www.mountviewps.vic.edu.au](http://www.mountviewps.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 1092 students were enrolled at this school in 2018, 533 female and 559 male.

61 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>49%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>45%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	47%	34%	Numeracy	12%	44%	44%	Writing	16%	47%	37%	Spelling	16%	49%	35%	Grammar and Punctuation	15%	45%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	94 %	95 %	95 %	94 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	94 %	95 %	95 %	94 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$8,800,662	High Yield Investment Account	\$141,379
Government Provided DET Grants	\$1,259,367	Official Account	\$38,938
Government Grants Commonwealth	\$26,631	Other Accounts	\$130,996
Revenue Other	\$39,183	<b>Total Funds Available</b>	<b>\$311,313</b>
Locally Raised Funds	\$1,537,169		
<b>Total Operating Revenue</b>	<b>\$11,663,011</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$16,434		
<b>Equity Total</b>	<b>\$16,434</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$8,782,961	Operating Reserve	\$311,313
Books & Publications	\$13,644	Other Recurrent Expenditure	\$35,120
Communication Costs	\$15,701	Funds Received in Advance	\$96,185
Consumables	\$265,109	School Based Programs	\$24,258
Miscellaneous Expense <sup>3</sup>	\$1,137,881	Funds for Committees/Shared Arrangements	\$235
Professional Development	\$111,856	Asset/Equipment Replacement < 12 months	\$20,000
Property and Equipment Services	\$794,813	<b>Total Financial Commitments</b>	<b>\$487,110</b>
Salaries & Allowances <sup>4</sup>	\$647,939		
Trading & Fundraising	\$121,894		
Travel & Subsistence	\$33,486		
Utilities	\$60,979		
<b>Total Operating Expenditure</b>	<b>\$11,986,260</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$323,249)</b>		
<b>Asset Acquisitions</b>	<b>\$45,110</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

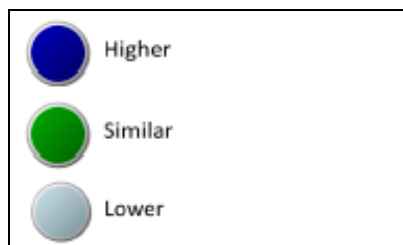


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').